

**THE DOVE-SHELL FEDERATION**

**East Crompton St James' CE (VA) Primary School**

**St Thomas' Moorside CE (VA) Primary School**



# **INCLUSION POLICY**

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This Inclusion Policy details how East Crompton St. James' and St Thomas' Moorside schools (The Dove-Shell Federation) will do their best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The schools will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the schools.

The schools will have regard to the Special Educational Needs Code of Practice when carrying out duties towards all pupils with special educational needs and ensure that parents are involved in decisions by the school that SEN provision is to be made for their child.

**Every teacher is a teacher of every child or young person including those with SEND.**

### **Inclusion Statement**

***“At The Dove-Shell Federation we believe that all children have the right to an inclusive learning curriculum and have the equality of opportunities regardless of need.”***

The Dove-Shell Federation values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

The purpose of this document is to ensure that the school experiences of children with Additional Educational Needs and Disabilities are positive and supportive and to allow them the opportunity to develop educationally, socially and emotionally.

## ABBREVIATIONS USED IN THIS POLICY

SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
ASD	Autistic Spectrum Disorder
SLCN	Speech, Language and Communication Needs
MLD	Moderate Learning Difficulties
PMLD	Profound & Multiple Learning Difficulties
SpLD	Specific Learning Difficulties
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
VI	Vision Impairment
HI	Hearing Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
CAMHS	Child and Adolescent Mental Health Services
QEST	Quality and Effectiveness Support Team
PPG	Pupil Premium Grant
LAC	Looked After Child

## **THE DOVE-SHELL FEDERATION** **Inclusion Policy**

*Hereafter 'the school' refers to East Crompton St James' and St Thomas' Moorside schools.*

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with medical conditions (April 2014)
- The National Curriculum in England Key Stages 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Keeping Children Safe document (DfE Sept 2016)
- Accessibility Plan
- Teacher's Standards (2012)

This policy was created by Mrs Andrea Laskey (Assistant Head for Inclusion) and the Senior Leadership Team.

### **Definition of special educational needs**

The SEN Code of Practice (DfE, 2014) says, 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(See Disability and Equality Scheme and Accessibility Plan September 2015)

### **Definition of special educational provision**

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The Dove-Shell Federation recognises that each child has individual needs and may have additional educational needs at some stage in their school career. These may arise from learning or behavioural difficulties, communication difficulties, physical disability or from being identified as more able. We recognise that many children may have a variety of Disability and Special Educational Needs at some time during their school life. In implementing this policy we believe children will be helped to overcome their difficulties and reach their potential from their individual starting points.

This policy has been written with regard to:

- The Special Educational Needs Code of Practice 0-25 (Feb 2013) when carrying out duties towards all pupils with special educational needs and ensure that parents are involved in decisions made by the school that SEN/D provision is to be made for their child.
- The school's policy on Equal Opportunities ensuring that every child has equal access to all areas of the curriculum and all aspects of school life regardless of race, gender or additional educational needs.

This policy builds on our School Inclusion Statement, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our policy reinforces the need for teaching that is fully inclusive for all pupils and is adapted to meet the changing needs of individual. The Governing Body will ensure that appropriate provision will be made for all pupils with Disability and Special Educational Needs.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN/D and has due regard for the practice advocated in the Code of Practice, in line with the school's admission policy.

### **Aims of our Inclusion Policy**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability, which allows all children to make good progress from their individual starting points.
- To ensure the identification of all pupils requiring SEN/D provision as early as possible in their school career.
- To ensure that pupils with SEN/D are included as far as possible in all school activities.
- To ensure that parents of pupils with SEN/D are kept fully informed of their child's progress and attainment, strengths and next steps.
- To ensure that pupils with SEN/D are involved, where practical, in decisions affecting their future provision.
- To regularly review the progress of children, to evaluate the provision in place, set regular targets and work in collaboration and partnership with outside agency providers as outlined in the SEN Code of Practice September 2014.

## **Objectives**

- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy;
- To provide support and advice for all staff working with special educational needs pupils.

## **SECTION 3**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls outside the expected range **may** have special educational needs. Early identification is vital and the school uses a graduated response to children’s special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence and records their concerns on a ‘Cause for Concern’ form which is to be shared with the SENCo. This evidence includes:

- Outcomes from baseline assessments and SATs
- Progress within Early Learning Goals, National Curriculum levels year 2 and 6, and age related expectation for all other years in KS1 and KS2.
- Evidence of how high quality teaching has been used to differentiate and plan work accordingly for the class to ensure the needs of all children have been met.

The SENCo, together with the class teacher and Assistant Head for Inclusion, decide whether it is appropriate to place the child on the SEND register and at which level of provision. Parents will be consulted prior to this taking place.

### **AREAS OF NEED**

- **Communication and Interaction:**  
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

- **Cognition and Learning:**

Support for learning may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. These can include moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Specific Learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Issues:**

Children and young people experiencing a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn or isolated, displaying challenging or disruptive behaviour. This also includes children with ADD or ADHD.

- **Sensory and/or Physical Needs:**

Children and young people with a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. They include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support.

Children and young people with a physical disability (PD) which requires additional ongoing support and equipment.

## **SECTION 4**

### **A GRADUATED RESPONSE TO SEN SUPPORT**

Quality First Teaching occurs in all classes throughout school. This presents the following characteristics:

- highly focused lesson design with sharp objectives and clear differentiation
- reasonable adjustments made for children with additional needs
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teaching within each class is regularly and carefully monitored.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the necessary adjustments made and have accessed good quality personalised teaching.

Provision for children with special educational needs is a matter for the whole school. **All teachers are teachers of children with special educational needs** and teaching such children is, therefore, **a whole school responsibility**.

The class teacher collates evidence and records their concerns on a 'Cause for Concern' form which is to be shared with the SENCo. This evidence includes:

- Outcomes from baseline assessments and SATs
- Progress within Early Learning Goals, National Curriculum levels/ age-related expectations, National Curriculum objectives.

The SENCo, together with the class teacher and Assistant Head for Inclusion, decide whether it is appropriate to place the child on the SEN register and at which level of provision.

If a child's needs are severe, it may be necessary to call in external agencies to assist with more specialised assessments and support. These might include:

- Speech and Language Therapy
- Educational Psychologist
- CAMHS
- Hearing Impairment team
- Visual Impairment team
- Quality and Effectiveness Support Team (QUEST)

## **SECTION 5**

### **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

All classteachers are responsible for the needs of all the children in their class and through high quality teaching and careful differentiation the needs of most children can be met.

If, however, despite high quality planning and teaching the needs of a child cannot be met the class teacher will discuss his or her concerns with the parents and inform the SENCO who, after assessments and discussion with the parents/carers will hold a Person Centred Review for the child in school. The child will be placed on the school's SEN register.

All children on the SEND register are monitored regularly and carefully. Person Centred Plans will be reviewed and updated termly, and in some cases half termly, in order to keep track of children's targets/outcomes and the progress that they are making. This is facilitated by the SENCo and the level of provision / appropriate interventions will be decided during these meetings and dependent on the child's needs. (See SEND Information Report).

If school is unable to fully meet the needs of a pupil within school, this will be backed up by minutes from the Person Centred Review, assessments of the child, and outcomes that need to be achieved.

If external agencies are required, this will be accessed using the appropriate method of contact. This is monitored by the SENCo and parents will be involved in any

decision making. Information about costings for this can be found in the school office.

If additional funding is required to enable school to meet specific needs, this will be highlighted in the Person Centred Review and be applied for in the correct way. During this process, school will highlight the outcome to be achieved, the costs involved, any specialist equipment/resources required and how this will be utilised.

## **SECTION 6**

### **CRITERIA FOR EXITING THE SEN REGISTER**

All children on the SEND register will be closely monitored. If it is found that children have progressed to a point where Quality First Teaching will meet their needs they will be taken off the SEND register in consultation with parents, the class teacher, SENCo and the Assistant Head for Inclusion. They will however, continue to be monitored closely to ensure that is in the best interest of the child.

## **SECTION 7**

### **SUPPORTING PUPILS AND FAMILIES**

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Partnership with parents plays a key role in enabling children with special educational needs achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

- Guidance can be found within the LAs Local Offer ([www.oldham.gov.uk](http://www.oldham.gov.uk))
- Further information can be found in the school's SEN information report which can be found on the school's website:  
[www.st-james.oldham.sch.uk](http://www.st-james.oldham.sch.uk)  
[www.stthomasmoorside.co.uk](http://www.stthomasmoorside.co.uk)
- Support is available from POINT – Parents of Oldham In Touch ([www.pointoldham.co.uk](http://www.pointoldham.co.uk))
- Admission arrangements can be found on the school's website as well as from the school office in the prospectus
- Access arrangements: it may be necessary that those children with additional needs require help during tests/assessments. This help is defined in the guidance from the Department for Education board.
- During transition, children are supported fully at each stage, whether it be from class to class, across a key stage or to another school. This could

include additional visits, meetings with the new teacher/s or a transition passport.

## **SECTION 8**

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement, or Education, Health and Care Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **SECTION 9**

### **MONITORING AND EVALUATION OF SEND**

All children on the SEND register are monitored closely and regularly. Interventions which take place are also monitored to identify the impact of these on the children taking part. This is done through observations and looking at the progress of the children involved. We also take into account the views of the parents and children.

If it is felt that a particular intervention or resource is not having the desired impact on the progress of a child, they this will be evaluated and a more appropriate intervention will be used.

## **SECTION 10**

### **TRAINING AND RESOURCES**

Staff Audits are carried out in order to find out the training needs of all staff within school. Training is then organised either on a whole school or an individual basis, depending on the findings and needs of the school. We have Level 4 TAs fully trained in delivering all interventions throughout both Key Stages.

Resources include Intervention Strategies and Programmes for: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Issues. Resources are sourced from outside agencies as required for specific Sensory and/or Physical Needs.

## **SECTION 11**

### **ROLES AND RESPONSIBILITIES**

The school's SEND Governor is Mr John Mainwaring. The SEND Governor ensures, through Headteacher delegation, that all teachers are aware of the importance of providing for children with SEND. They monitor the success of the school's policy for children with special educational needs.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the Inclusion Lead, SENCO and other staff;
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Evidence from OFSTED inspection reports;
- School development plan.

Mr Adam Laskey, Mrs Sarah Brereton, Mrs Andrea Laskey and Mrs Hannah Hinchliffe are the designated persons with specific Safeguarding responsibility at St James'.

Mr Adam Laskey, Mrs Sarah Brereton, Mrs Carra West and Mrs Hannah Hinchliffe are the designated persons with specific Safeguarding responsibility at St Thomas'.

Mrs Sarah Brereton is responsible for managing PPG/LAC funding at both St James' and St Thomas'.

The SENCo, is responsible for managing the school's responsibility for meeting the medical needs of pupils.

## **SECTION 12**

### **STORING AND MANAGING INFORMATION**

For details on how documents are stored, please refer to the school's Information Management and Confidentiality policies.

## **SECTION 13**

### **REVIEWING THE POLICY**

This SEN policy will be reviewed annually in line with the SEND Code of Practice (2014).

## **SECTION 14**

### **STATUTORY RESPONSIBILITIES**

The Accessibility plan can be found on the school's website.

## **SECTION 15**

### **DEALING WITH COMPLAINTS**

The arrangements made by the School Governors relating to the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school can be found in the school's Complaints Policy.

## **SECTION 16**

### **BULLYING**

The school's Bullying policy highlights the steps taken to ensure and mitigate the risk of bullying of vulnerable learners at the school.